Administrator Survey on the Impact of Alternate Assessment

The purpose of this survey is to learn more about the impact of alternate assessment for students with significant disabilities. Please read the instructions accompanying each section of the survey. Please answer all the questions based on your perception of the alternate assessment task(s) and the process currently used in your state and district.

I train or supervise teachers who complete alternate assessments for students with significant disabilities who are unable to participate in districtwide/statewide accountability testing.

O Yes  O No

Section A
Fill in the bubble of the option that best describes your opinion about alternate assessment for students with significant disabilities who are unable to participate in districtwide/statewide accountability testing.

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<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable/Don't Know</th>
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9. Alternate assessment has improved the instructional strategies used by special education teachers…………………………………… O O O O O O

10. Alternate assessment has raised special education teachers’ expectations for students with significant disabilities…………… O O O O O O

11. Alternate assessment has raised general education teachers’ expectations for students with significant disabilities…………… O O O O O O

12. Alternate assessment has increased special education teachers’ stress level………………………………………………………… O O O O O O

13. Alternate assessment has increased the amount of required training for special education teachers…………………………. O O O O O O

14. Students’ IEPs reflect individualized students’ needs versus alternate assessment components………………………………… O O O O O O

15. Schools with programs that serve students with severe disabilities have a climate that values all students……………… O O O O O O

16. Alternate assessment is beneficial to students’ learning outcomes………………………………………………………………… O O O O O O

17. Principals have a thorough understanding of the alternate assessment process…………………………………………………… O O O O O O

18. Principals support teachers at their school sites participating in alternate assessment……………………………………………… O O O O O O

19. Alternate assessment has increased principals’ involvement in exceptional children programs…………………………………… O O O O O O

20. Alternate assessment has increased principals’ understanding of the needs of students with disabilities………………………… O O O O O O

21. My district devotes enough resources to implement alternate assessment………………………………………………………… O O O O O O

22. Support staff (i.e., paraprofessionals, occupational therapists, speech-language pathologists, etc.) are trained to collect data for alternate assessment purposes…………………………………………………………………………………………………………… O O O O O O

23. Alternate assessment has increased positive communication between the school district and parents…………………………. O O O O O O

24. There is central office staff designated to assist teachers with the alternate assessment process………………………………… O O O O O O
25. Alternate assessment has required revisions to the curriculum for students with disabilities........................................ O O O O O O

26. Alternate assessment has influenced my involvement with the development of the general education curriculum................. O O O O O O

27. Alternate assessment has changed my views about students with disabilities................................................................. O O O O O O

28. Alternate assessment has increased my work load......................... O O O O O O

Section B

How much do you believe the following influences scores on the alternate assessment?

29. teacher knowledge of the scoring process................................. O O O O O O

30. amount of teaching experience............................................. O O O O O O

31. teacher knowledge of the alternate assessment process.............. O O O O O O

32. teacher holding all students to high expectations....................... O O O O O O

33. active participation of student in general education classroom...... O O O O O O

34. attendance of student in general education classroom..................... O O O O O O

35. school culture accepting all students........................................ O O O O O O

36. available assistive technology to meet individual student needs.... O O O O O O

37. available personnel to meet individual student needs… O O O O O O

38. available curriculum to meet individual student needs................. O O O O O O

39. available adapted materials to meet individual student needs...... O O O O O O

40. parental involvement in the alternate assessment process............. O O O O O O

41. principal holding all teachers to high expectations....................... O O O O O O

42. time spent in community-based activities........................................ O O O O O O
Section C

43. What is your job title? _____________________________________________

44. What state do you work in? _________

45. Approximately how many hours of training has your department/school conducted about alternate assessment in the past year?

_____________________________________

46. Approximately how many complete alternate assessments have you reviewed in the past year?

_____________________________________

47. What types of disability categories are used to describe students who participated in the alternate assessment? (Check all that apply)

O  Mild MR
O  Moderate MR
O  Severe-Profound MR
O  Autism

O  Learning Disabilities
O  Multiple Disabilities
O  Behavior/Emotional Disorder
O  Visual/Hearing Impairments

O  Traumatic Brain Injury
O  Orthopedic Impairment
O  Other ________________

48. Do scores from the alternate assessments influence individual school sites’ accountability/accreditation status?

O Yes  O No  O Not yet determined  O Not applicable/ Don’t know

49. What type of diploma do students with significant disabilities participating in alternate assessment receive in your district? (Check all that apply)

O Regular High School Diploma
O Special Education
O Certificate of Completion

O Certificate of Attendance
O Occupational or Vocational Diploma
O No state decision yet

O Certificate of Achievement
O None
O Don’t know

O Other ________________

50. Are you a school level administrator or district/state level administrator?

O school level administrator (proceed to question 51)
O district/state level administrator (proceed to question 56)

SCHOOL ADMINISTRATOR ONLY

51. What level is your school?

O  Elementary  O  Middle  O  High
52. Does your school have a disability subgroup for No Child Left Behind?
   O  Yes  O  No  O  Don’t know

53. Approximately how many alternate assessments did your school submit in 2002-2003?
   ________________________________

54. Approximately how many students were enrolled in your school in 2002-2003?
   ________________________________

55. Approximately how many students with disabilities did your school serve in 2002-2003?
   ________________________________

DISTRICT/STATE LEVEL ADMINISTRATOR ONLY

56. Approximately how many alternate assessments did your district/state submit in 2002-2003?
   ________________________________

57. Approximately how many students were enrolled in your district/state in 2002-2003?
   ________________________________

58. Approximately how many students with disabilities did your district/state serve in 2002-2003?
   ________________________________

59. Which level best describes your position?
   O  District  O  State

Thank you for your time. Please fax to Lynn Ahlgrim-Delzell at 704-687-2916